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ABSTRACT

A survey investigated whether changes in the curricular status of professional writing have produced concomitant changes in pedagogy. The study examined whether there are more professional writing teachers teaching as they traditionally have or whether teachers are now rethinking their approaches to the subject. A survey instrument was completed by 590 postsecondary technical writing teachers (a return rate of 23.6%) from around the United States. Results showed that approximately 223 respondents viewed professional writing as a service course; 220 as a liberal arts course; and 111 as both a service and a liberal arts course (36 respondents either gave no answer or indicated that they rejected both statements). A substantial majority of those who consider professional writing a service course incorporated the three emphases defined in the survey as characteristic of the liberal arts: ethics, argumentation, and outside readings. However, although these topics are part of most courses, they do not appear to be taught in an interrelated fashion, and suggest limitations on the extent to which some teachers approach professional writing as a liberal art. The survey also investigated the approaches used in the teaching of ethics and argumentation/persuasion, and used with outside readings. Further, a majority of respondents did not identify as a significant part of their courses most of the teaching techniques that are generally recognized as either process-oriented or active-learning strategies. (Eight tables of data are attached.) (SR)

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Report on a National Survey:
Is Professional Writing Taught as a Service Course or as a Liberal Arts Course?

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Introduction TO THE EDUCATIONAL RESOURCES
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Since at least the time of ancient Greece, rhetorical theorists and teachers have argued about the nature of their subject. One position holds that rhetoric is a set of discrete skills unrelated to its user's ethics or occupation; this position is held by some of the minor sophists, by the youthful Cicero in his *De Inventione*, by authors of Renaissance handbooks of schemes and tropes, and by teachers of product-oriented approaches to writing instruction. Another position holds that rhetoric is intimately and necessarily related to its user's ethics and occupation; this position is held by Aristotle, by the mature Cicero in his *De Oratore*, and by some of the teachers of modern process-oriented approaches to writing instruction. Although this integrated approach has its adherents, it has always enjoyed less popular acceptance.

Professional writing theory and instruction have traditionally favored the skills approach. The popularity of this approach, S. Michael Halloran (1978) argues, is a byproduct of our modern technological society: because of the status enjoyed by pure and applied science, our society privileges the scientific-engineering curriculum as the ideal for all curricula. This curriculum presupposes that major field disciplines provide the means by which knowledge is discovered, and that writing courses simply provide the means to present these truths clearly. Such courses, according to John Mitchell (1980), should be based on the fundamentals of information theory as developed

by computer scientists and electrical engineers, so that the teacher can "present the carrier frequency appropriate to a unique discipline" (p.5). Writing, Mitchell continues, should be taught "as a precision tool with specific applications. . . . Students will have the data they want to transmit on [the appropriate] frequency" (p.5).

Such an attitude, Carolyn Miller (1979) observes, makes writing a "windowpane sufficiently transparent that [readers] may see the details clearly. . . . Form and style become, in theory, as self-evident as content." Yet, if the skills approach were the appropriate way to view and teach professional writing, Miller asks, "why is it that students have difficulty writing effective prose if all they are doing is transmitting a reality about which they know more than the technical writing teacher?" (p.614).

Both Miller and Halloran maintain that writing instruction should be more broadly humanistic, with rhetoric given a central role in the course as well as in students' general education. Halloran (1978) maintains that communication among scientific researchers is a necessary part of their *pursuit and discovery* of knowledge--not just of its transmission; as he puts it, "a rhetorical incompetent could no more be a fully competent scientist than a mathematical incompetent could be" (p.225). Yet despite Miller's and Halloran's arguments--and for that matter, despite the authority of Aristotle and Cicero and many others--emphasizing a skills-based approach to writing has prevailed within the community of professional writing teachers.

There is nevertheless compelling evidence that the field of professional communication has entered a period of major growth and reexamination. In response to complaints from employers that college graduates are not being adequately prepared to communicate in the workplace, accrediting agencies are now requiring that academic programs in such professional fields as engineering

and business demonstrate a commitment to teaching students to communicate effectively. The number of institutions offering graduate programs in rhetoric and composition and in professional communication has dramatically increased in recent years, and proposals for many more such programs are now under consideration. As graduates of these programs begin to fill teaching positions and as an increasing number of articles like Halloran's and Miller's appear in print, there is reason to ask whether these developments have had any impact on the way professional writing is perceived and taught. Specifically, we were interested in finding out if changes in the curricular status of professional writing had produced concomitant changes in pedagogy. Were there simply more professional writing teachers teaching as they traditionally had or were teachers now rethinking their approaches to the subject?

The Survey Sample

To address these questions, we designed a survey instrument, which we mailed in January 1990 to the 2,500 United States members of three professional writing associations: Society for Technical Communication (STC), Association of Teachers of Technical Writing (ATTW), and Association for Business Communication (ABC). Six-hundred-and-twenty-six surveys were returned; after adjusting for respondents who were either retired or who did not teach professional writing, a total of 590 valid cases remained--a response rate of 23.6%.

Given our sample and the size of our response, our results may not be representative of all postsecondary writing teachers. For example, the findings of our survey may apply primarily to teachers who belong to professional associations, a group which attends professional conferences and reads professional journals and thus may be more aware of and have more opinions about professional issues than those who do not belong to such associations. In the second place, the size of our response (approximately 1

out of 4) recommends caution in generalizing about the applicability of our findings even to the practices of professional association members. The response rate, for example, may only reflect the percentage of writing association members who feel sufficiently strongly about the professional issues addressed in the survey to express an opinion.

These caveats are necessary to keep the results of this study in perspective: the respondents do constitute a minority of a subset of the profession. However, as Table 1 illustrates, the respondents reflect diverse academic preparations and specializations, and they teach a variety of courses at different levels and in different academic and institutional settings.

[INSERT TABLE 1]

Approximately half (50.3%) of the respondents have PhDs and approximately a quarter (25.4%) have an MA. In addition, 8.5% have an EdD and 5.8% have an MS. The remaining respondents, approximately 10%, report earning "Other" degrees, such as MBAs and BAs.

These degrees are in a wide variety of fields. The single largest concentration of degrees (62.4%) is in the humanities, which breaks down in the following manner: 37.5% in literature, 19.1% in writing, and 5.8% in such disciplines as journalism and communications. Another 18.2% hold degrees in education, and 12.6% hold business degrees. The remaining 6.7% report earning degrees in such "other" fields as engineering, science, and business education.

Furthermore, although the survey found considerable variety in respondents' academic background, 81.0% report that they now specialize in teaching writing. The remaining 19.0% who responded to the question about their current specialization provide a variety of responses, such as "business administration," and "business education." The survey also found that

approximately half (51.0%) of the professional writing courses taught by respondents are administered by the College of Liberal Arts; the only other notable concentration of professional writing courses is in colleges of business, which house 36.0% of the courses. The remaining courses are distributed among colleges of engineering (3.3%), colleges of science (2.7), and "other" colleges (7.0%), which include education and agriculture. Thus, our results do reflect perspectives on professional writing instruction in virtually every context.

Teaching Philosophies

As implied by our introductory remarks, this study revolved around the question of whether teachers consider professional writing courses to be service or liberal arts courses. To this end, we presented respondents with the two following statements and asked them to indicate the statement that "best describes your philosophy as a professional writing teacher":

Professional writing courses are service courses that emphasize the mastery of appropriate formats, style, and mechanics.

Professional writing courses are liberal arts courses that emphasize rhetorical principles, ethics, and critical thinking and reading.

Of the 590 respondents, 223 checked the first statement, 220 checked the second statement, and 111 either checked both statements or wrote "Both" in the margin. (Thirty-six respondents either gave no answer or indicated that they rejected both statements.)

The symmetry of these responses is, to say the least, remarkable: essentially the same number of respondents claimed to teach professional writing as a service course as claimed to teach it as a liberal arts course; half that number claimed to teach professional writing as both a service and

liberal arts course. These pronounced differences of opinion seem especially significant because they indicate that membership in professional associations did not perceptibly skew responses in either direction (unless we suppose that responses from those who do not belong to professional associations would be far more homogeneous, which is certainly possible).

The preceding question defined liberal arts courses as emphasizing rhetoric, ethics, and critical thinking and reading. As the next part of our survey made clear, we were especially interested in determining the extent to which these activities and issues are emphasized in professional writing courses. We also wanted to know if those who teach professional writing as a service course incorporate any of these emphases.

Although approximately 40% of our respondents said they teach professional writing as a service course, we found that 78% of all respondents address ethics, 87% teach argumentation/persuasion, and 70% incorporate readings other than the textbook. Moreover, as Table 2 shows, a majority of those who teach professional writing as a service course incorporate each of the three so-called "liberal arts" emphases: 70% of those who described professional writing as a service course responded that they address ethics in their course; 80% of this group teaches argumentation/persuasion; and 64% of this group assigns readings other than the textbook. In other words, a majority of professional

[INSERT TABLE 2]

writing teachers--whether they teach what they consider a service or a liberal arts course--incorporates the three emphases we defined as characteristic of a liberal arts course. Table 2 also indicates that a small percentage of those who teach professional writing as a liberal arts course (and of those who teach professional writing as both a service and liberal arts course) do not incorporate all three emphases.

In addition to establishing the significant incidence of these three emphases, the survey also determined that there is a particularly strong correlation among them. As Table 3 demonstrates, there is an especially strong correlation between those who teach ethics and argumentation (38%), between those who use outside readings and teach argumentation (89%), and between those who use outside readings and address ethics (80%). In other words, those who

[INSERT TABLE 3]

incorporate any one of the three are likely to address the other two, which strongly supports the unanticipated finding that the three presuppose one another to a considerable extent.

These findings were also supported by responses to two other survey questions. When asked whether they teach that "all professional writing promotes specific values" or whether they teach "a self-contained unit on ethics in professional writing," 89% (388) of all those who said they address ethics checked the former statement, as did 87.5% (119) of those who consider professional writing a service course and who address ethics. Similarly, when asked whether they emphasize that "all professional writing involves argumentation" or whether they teach "a self-contained unit on argumentation in professional writing," 83% (378) of all those who said they teach argumentation checked the former statement, as did 74% (111) of those who consider professional writing a service course and who teach argumentation.

In sum, on the basis of this evidence, the distinction between teaching professional writing as a service or as a liberal arts course seems largely spurious: regardless of their declared teaching philosophy, an overwhelming majority of respondents to this survey incorporates activities that are traditionally associated with the liberal arts; moreover, a substantial

majority also claims to teach that all professional writing involves argumentation and has ethical implications.

Responses to two other survey questions, however, raise questions about the preceding interpretation. When asked if they "emphasize ethics in teaching argumentation," only 43% (200) of those who teach argumentation replied "yes"; only 31% (45) of those who consider professional writing as a service course and who address ethics replied "yes." Also, when asked if they "analyze the ethical and persuasive dimensions" of supplementary readings, only 22% (93) of those who use outside readings replied "yes"; only 9% (12) of those who consider professional writing a service course and who assign outside readings replied "yes." However small a part of the survey, the responses to these two questions suggest limitations on the extent to which some teachers approach professional writing as a liberal art. For example, despite the pronounced correlation between addressing ethical issues and teaching argumentation, only a minority of respondents consider the ethical implications of arguments in professional writing. Moreover, although there is a strong correlation between assigning outside readings and addressing ethics and argumentation, very few respondents apparently examine the ethical and persuasive dimensions of those readings.

These findings are, at best, paradoxical and raise questions about how ethics, argumentation, and readings are integrated into professional writing courses. These findings seem especially significant because they tend to reaffirm the validity of distinguishing between those who teach professional writing as a service course and those who teach it as a liberal art--a distinction seemingly belied by much of the data.

Ethics

The survey called for those who said they address ethics to identify the approaches they used. To this end, respondents were given a list of possible approaches and asked to check the ones they used. As Table 4 shows, excepting the responses of those who examine the ethical implications of current events, the data reveal that those who consider professional writing a liberal arts course are slightly more likely to use any of the listed approaches than those who consider it a service course. It is worth noting that, regardless of their

[INSERT TABLE 4]

philosophy, only a very small percentage of professional writing teachers use literary examples to address ethical issues.

Given that such a large percentage of respondents address ethics in their professional writing courses, it is not surprising that no variable has a marked effect on whether ethics are or are not addressed. Whether the respondent has a degree in writing or in business, whether she specializes in writing or not, whether she teaches a required or an elective course, or whether the course is housed in a liberal arts or a business college, there is a 75 to 85% likelihood that she would teach ethics.

Argumentation/Persuasion

As with the questions on ethics, respondents who teach argumentation/persuasion were asked to check which of the items on a list of approaches they use. As Table 5 shows, virtually everyone who teaches argumentation stated that he uses such forms of writing as the proposal, the letter of application, and the resume to teach argumentation/persuasion. The responses do show that

[INSERT TABLE 5]

those who consider professional writing a service course are more likely to teach the sales letter as an example of persuasive writing (63% versus 46% for those who teach a liberal arts course). The survey also found that few respondents use any form of writing or any approach other than those listed to teach argumentation/persuasion. However, when asked if they teach a specific model of argumentation (i.e., Aristotelian, Toulmin, Rogerian), only 11% (19) of those who saw the course as a service course and who teach argumentation responded affirmatively, versus 37% (68) of those who teach the course as a liberal art (and 26% of those who said "both").

Since 86% of all respondents teach argumentation, no particular variable was found to have any appreciable impact on whether it is taught or not.

Outside Readings

As noted above, 70% (415) of respondents stated that they assign "readings other than a professional writing textbook." Table 6 identifies the types of outside readings assigned and correlates them with the respondents' teaching philosophy. The most striking statistic concerns the use of literary texts,

[INSERT TABLE 6]

which are essentially never assigned as supplementary readings by those who view professional writing as a service course.

Of those who assign outside readings, 71% (294) indicated that they use them to "supplement information in the textbook"; this percentage holds true for all categories of respondents. Regardless of the respondent's teaching philosophy, providing additional information appears to be the primary purpose for assigning outside readings in professional writing courses. A smaller percentage responded that they use the topics in readings to stimulate discussion: 49% of those who view professional writing as a liberal art versus

34% of those who teach a service course. An even smaller number responded that they ask students to analyze the ethical and persuasive dimensions of reading: 9% (12) of those who teach a service course versus 32% (48) of those who teach a liberal arts course (and 28% [21] of those who said "both").

The preceding question is important because it implicitly inquires about the emphasis on critical reading in professional writing courses. And, to judge from these results, most professional writing teachers do not teach critical reading. Nonetheless, those who view professional writing as a liberal arts course appear significantly more likely to do so than do those who claim to teach a service course.

Teaching Practices

The survey also inquired about the extent to which professional writing teachers use specific pedagogical techniques. As illustrated in Table 7, we asked respondents to indicate how extensively they use the listed practices in their professional writing courses; the table correlates these responses with the respondents' teaching philosophies. As the table reveals, a substantial

[INSERT TABLE 7]

majority of all respondents report that "class discussion" is a significant component of their courses. Similarly, a majority of respondents report that a significant amount of their teaching consists of lecturing--although those who consider professional writing a service course are much more likely to spend most of their time lecturing. Of the items listed, "writing for outside audiences" is the only other technique identified by a majority of respondents as a significant part of their teaching practice.

In other words, a majority of the respondents did not identify as a significant part of their professional writing courses most of the teaching techniques that are generally recognized as either process-oriented or active-learning strategies. At most, slightly more than half of the respondents in any category reported that they use small-group discussion; less than half the respondents in any category reported using informal writing assignments; at most, a third of the respondents in any category reported using collaborative projects; and, at most, a half of the respondents in any category reported using peer editing. Nevertheless, in each instance, those who consider professional writing a liberal arts course were more likely than those who consider it a service course to employ any of these teaching strategies.

Conclusions

The results of this survey do confirm that teachers who approach professional writing as a liberal arts course are generally more likely than others to address ethics, to teach argumentation, to assign outside readings, and to use process-oriented and active-learning strategies in the classroom. These findings were not unexpected. Yet, given the widespread perception (especially among many who do not teach such courses) that professional writing is primarily a service course, it was remarkable to find that only 40% of the respondents believe that professional writing courses primarily consist of emphasizing "the mastery of appropriate formats, style, and mechanics." In other words, although the number of professional writing teachers who consider such courses to be skills-based is still considerable, a majority of the respondents to our survey indicate that they consider professional writing to be essentially--if not primarily--a liberal arts course. The survey found that a substantial majority of those who consider professional writing a service

course incorporate the three emphases defined in the survey as characteristic of the liberal arts: ethics, argumentation, and outside readings.

From one perspective, the findings of this survey challenge conventional perceptions of professional writing courses. Clearly, few of those who teach professional writing approach such courses simply as requiring a mastery of styles, formats and mechanics--even if they accept such a characterization of the course. From another perspective, however, the survey results question whether the courses are in fact situated within the liberal arts. For instance, despite the high correlation between those who teach ethics and those who teach argumentation (more than 80%), only 34% of all respondents answered that they emphasized ethics when they teach argumentation. Additionally, of those who use outside readings, 80% also teach ethics and 89% also teach argumentation; however, only 16% ask students to "analyze the ethical and persuasive dimensions of readings." Finally, only 8% of all respondents both emphasize ethics when they teach argumentation and ask students to analyze ethical and persuasive dimensions of readings. In sum, although ethics, argumentation, and readings are part of most courses, the professional writing discipline has apparently not accepted the interrelation among these three components--even though the interrelationship is a basis of instruction in the liberal arts.

In an attempt to make sense of this paradox, we looked to see if there were correlations between specific attitudes toward the professional writing courses and such variables as the respondents' academic background and the college in which they taught their courses. For example, we wondered whether a respondent with a humanities degree is more likely to perceive professional writing as a liberal arts course than a respondent with an education degree. Or, for example, we wondered whether a respondent who teaches in a college of

business is more likely to perceive professional writing as a service course than a respondent who teaches the course in a college of liberal arts.

The data we obtained in response to such questions discourage generalizations. Based on our findings it would be impossible to predict how a particular teacher will approach a professional writing course based on either his academic background or the college in which he teaches. Yet, at the same time that the findings discourage generalizations, they also defy stereotypes.

For example, as shown in Table 8, one third of the respondents with a humanities degree (excluding writing) approach professional writing as a service course, and only half the respondents with a terminal degree in business do so. In fact, the only groups a majority of whom are likely to

[INSERT TABLE 8]

consider professional writing a service course are respondents with terminal degrees in either business or education who teach a professional writing course administered by a college of business. We did find, however, that when the professional writing course is administered by a college of liberal arts, substantially more than half the respondents with a terminal degree in education reported that they teach professional writing as a liberal arts course. This may suggest that, to some extent, the teaching philosophy in a given college may influence--if not determine--how some teachers may approach a course, irrespective of their academic background. However, we do say, "to some extent," because the survey did establish one fairly emphatic exception.

Respondents with a terminal degree specifically in writing were the only group that is most likely to consider professional writing a liberal arts course--whether the course is administered by a college of liberal arts or of business. Approximately 75% of all respondents with terminal degrees in writing reported that they approach professional writing, at least in part, as

a liberal arts course. This statistic suggests that the emerging programs in writing tend to produce graduates who approach writing as a humanistic discipline. Although this finding is by no means conclusive, it may have meaningful implications for the future of professional writing instruction. Writing programs have only recently begun to produce graduates in sufficient numbers to have an impact on staffing in the field of professional communication; and, assuming the findings of this survey are reliable, we may expect professional writing to be taught more consistently as a liberal arts course.

Note

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TABLE 1
CHARACTERISTICS OF RESPONDENTS

	<u>FREQUENCY</u>	<u>PERCENT</u>
<u>Highest Degree Earned (n = 589)</u>		
MA	150	25.4
MS	34	5.8
PhD	297	50.3
EdD	50	8.5
Other	58	9.8
<u>Area of Specialization for Degree (n = 587)</u>		
Writing	112	19.1
Other Humanities (i.e., Literature, Journalism, Communications)	255	43.4
Business	74	12.6
Education	107	18.2
Other (i.e., Engineering, Science, Business Education)	39	6.7
<u>Current Area of Specialization (n = 576)</u>		
Writing	464	81
Nonwriting	112	19
<u>Type of Institutional Affiliation (n = 551)</u>		
Public College or University	340	62
Private College or University	114	20
Community College	87	16
Vocational Institute	10	2
<u>Type of Professional Writing Course (n = 548)</u>		
Business	258	47
Technical	171	31
Other (i.e., Science, Report Writing)	119	22
<u>Level of Professional Writing Course (n = 498)</u>		
Lower Division	189	38
Upper Division	309	62
<u>Curricular Status of Professional Writing Course (n = 456)</u>		
Required	330	72
Elective	126	28
<u>College Administering Professional Writing Course (n = 558)</u>		
Liberal Arts	286	51
Business	201	36
Engineering / Science	33	6
Other	38	7

TABLE 2
TEACHING PHILOSOPHY BY EMPHASES IN COURSE

PHILOSOPHY	EMPHASES		
	<u>Ethics</u>	<u>Argumentation/Persuasion</u>	<u>Outside Readings</u>
	Yes n (%)	Yes n (%)	Yes n (%)
Service	144 (70)	164 (80)	133 (64)
Liberal Arts	174 (85)	186 (90)	150 (73)
Both	81 (80)	94 (93)	76 (75)

TABLE 3
CORRELATIONS AMONG EMPHASES IN COURSE

	<u>Ethics</u>		<u>Argument/ Persuasion</u>		<u>Outside Readings</u>	
	Yes n (%)	No n (%)	Yes n (%)	No n (%)	Yes n (%)	No n (%)
Ethics	X	X	350 (88)	47 (12)	287 (72)	112 (28)
Argument/ Persuasion	350 (79)	92 (21)	X	X	318 (72)	126 (28)
Outside Readings	287 (80)	71 (20)	318 (89)	39 (11)	X	X

TABLE 4

**APPROACHES TO TEACHING ETHICS BY TEACHING
PHILOSOPHY (of those who emphasize ethics)**

(n = 458)

APPROACH TO ETHICS	TEACHING PHILOSOPHY		
	<u>Service</u>	<u>Liberal Arts</u>	<u>Both</u>
	Yes n (%)	Yes n (%)	Yes n (%)
Uses Case Studies	70 (48)	106 (60)	54 (66)
Uses Literary Texts	18 (12)	30 (17)	17 (20)
Uses Current Events	113 (80)	121 (69)	56 (69)
Uses Professional Writing Examples	66 (45)	101 (57)	47 (58)
Teaches Ethics Through Argumentation	45 (31)	89 (50)	40 (50)

TABLE 5

**APPROACHES TO TEACHING
ARGUMENTATION / PERSUASION BY TEACHING
PHILOSOPHY (of those who emphasize argumentation)**

(n = 511)

APPROACH TO ARGUMENTATION/ PERSUASION	TEACHING PHILOSOPHY		
	<u>Service</u>	<u>Liberal Arts</u>	<u>Both</u>
	Yes n (%)	Yes n (%)	Yes n (%)
Uses Proposal, Resume, Letter of Application	154 (93)	164 (88)	88 (94)
Uses Sales Letter	105 (63)	85 (46)	38 (40)
Uses Other Kind of Writing	4 (2)	22 (12)	10 (11)
Uses Other Approach	11 (7)	18 (10)	10 (11)
Uses Specific Model of Argumentation (Aristotle, Toulmin, Rogers)	19 (11)	68 (37)	24 (26)

TABLE 6

**TYPES OF OUTSIDE READINGS BY TEACHING
PHILOSOPHY (of those who emphasize outside readings)**

(n = 415)

TYPE OF READING	TEACHING PHILOSOPHY		
	<u>Service</u>	<u>Liberal Arts</u>	<u>Both</u>
	Yes n (%)	Yes n (%)	Yes n (%)
Professional Writing Samples	91 (68)	123 (82)	56 (72)
Supplementary Textbook	31 (23)	38 (25)	16 (20)
Style Manual	60 (45)	48 (32)	34 (45)
Grammar Handbook	51 (38)	47 (31)	25 (32)
Professional Journals	60 (45)	80 (53)	40 (52)
Popular Periodicals	73 (55)	91 (60)	46 (60)
Literary Texts	2 (1.5)	22 (15)	9 (12)
Anthology of Essays	12 (9)	23 (15)	11 (14)

TABLE 7
FREQUENCY OF SPECIFIC TEACHING PRACTICES
BY TEACHING PHILOSOPHY

TEACHING PRACTICES	TEACHING PHILOSOPHY								
	SERVICE			LIBERAL ARTS			BOTH		
	OFTEN	SELDOM	NEVER	OFTEN	SELDOM	NEVER	OFTEN	SELDOM	NEVER
	%			%			%		
CLASS DISCUSSION	82	15	3	86	11	3	82	15	3
LECTURE	77	22	1	56	42	2	64	30	6
SMALL GROUP DISCUSSION	32	50	18	52	37	11	53	34	3
INFORMAL ASSIGNMENTS	45	39	16	46	36	18	48	34	18
COLLABORATIVE ASSIGNMENTS	22	54	24	32	50	18	33	44	23
MULTIPLE DRAFTS	41	35	24	61	28	11	53	35	12
PEER EDITING	28	43	29	48	38	14	43	37	20
PRIMARY RESEARCH	33	45	22	42	40	18	40	42	18
SECONDARY RESEARCH	47	39	14	39	51	10	50	35	15
OUTSIDE AUDIENCES	55	27	18	66	23	11	60	28	12

TABLE 8

**AREA OF SPECIALIZATION FOR DEGREE
BY TEACHING PHILOSOPHY**

**A. PROFESSIONAL WRITING COURSE ADMINISTERED
BY COLLEGE OF LIBERAL ARTS (n = 255)**

DEGREE SPECIALIZATION	TEACHING PHILOSOPHY		
	<u>Service</u>	<u>Liberal Arts</u>	<u>Both</u>
	n (%)	n (%)	n (%)
Writing	18 (26)	41 (59)	11 (15)
Other Humanities	50 (32)	73 (47)	33 (21)
Business	3 (30)	4 (40)	3 (30)
Education	6 (31)	10 (53)	3 (16)

**B. PROFESSIONAL WRITING COURSE ADMINISTERED
BY COLLEGE OF BUSINESS (n = 175)**

DEGREE SPECIALIZATION	TEACHING PHILOSOPHY		
	<u>Service</u>	<u>Liberal Arts</u>	<u>Both</u>
	n (%)	n (%)	n (%)
Writing	3 (21)	8 (58)	3 (21)
Other Humanities	17 (42)	16 (40)	7 (18)
Business	27 (56)	10 (21)	11 (23)
Education	49 (67)	15 (21)	9 (12)

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